Court Appears Split as It Hears Desegregation Case

Continued From Page A27

under many desegregation plans. For that reason, supporters of black colleges are afraid a finding that Mississippi has already desegregated would lead to a return to minimal state support.

Black colleges have also worried that the Court could find that Mississippi is still segregated, but that providing extra money to black colleges would not promote desegregation. That view was espoused by the Bush Administration in a brief filed in the case but then disavowed by Justice Department officials, who amended it.

In their presentations, both Alvin O. Chambliss, Jr., the lawyer for the civil-rights groups, and U.S. Solicitor General Kenneth W. Starr urged the Supreme Court to affirm the principle that states that once discriminated against black colleges should provide them with extra support to make up for that discrimination.

Size of Libraries Compared

Both lawyers said discrimination was still present today in the unequal facilities at the historically black and predominantly white colleges. Mr. Starr, for example, said the library at predominantly white Delta State University was twice the size of the one at nearby Mississippi Valley State University, a historically black institution.

Mr. Chambliss urged the justices to remember "the history that Mississippi wants to walk away from."

But Justice Scalia, in questioning Mr. Chambliss, said that strengthening black colleges could be the "worst thing to do" because it would encourage black students to continue to go to black colleges. "It invites society to segregate itself," Justice Scalia said.

"This is about whether any institution can claim a constitutional right to be a certain size, offer certain programs, or be a flagship."

Justice Kennedy said he wanted to know how improving black colleges would encourage more black students to enroll at the University of Mississippi, the state's flagship institution.

William F. Goodman, Jr., representing the State of Mississippi, said the public-university system in his state had met its obligation to desegregate. For both black and white students, he said, "access to higher education in Mississippi is an accomplished fact."

Mr. Goodman said that state officials were committed to preserving public black colleges, but he noted that a third of the black students in the university system attend predominantly white institutions. For that reason, he said, the state should not be judged only by its treatment of black colleges.

He also said that financing of the colleges was based on formulas that take into account the programs the various institutions offer. Larger budgets for some of the predominantly white institutions are due to their graduate and research programs, he said.

He accused black colleges of trying to use the case to gain whatever they want from the state. "This is about whether any institution can claim a constitutional right to be a certain size, offer certain programs, or be a flagship," he said.

Mr. Goodman said the nation's system of higher education was strengthened by having some colleges larger than others and some with more programs than others.

In questioning Mr. Goodman, Justice O'Connor said she believed that in cases where a state had discriminated against black colleges in the past, some special compensation "may be what is required."

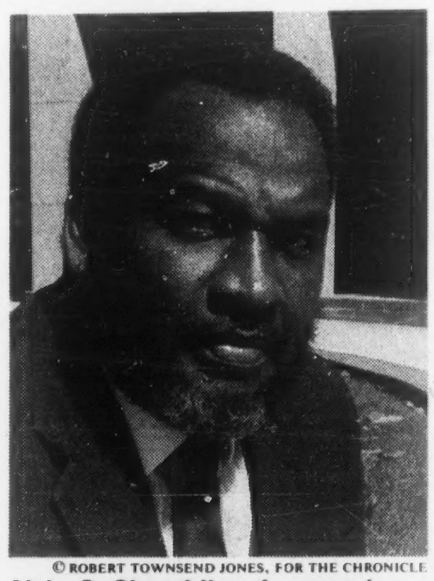
Justice Thomas asked Mr. Goodman whether he saw a distinction between small colleges that were small because they had sought to be so and small colleges that were small because they had suffered discrimination.

Question of State's Obligation

Several justices also pressed Mr. Goodman on whether the state had to use affirmative action to compensate for its past discrimination or merely end the discrimination. Mr. Goodman said the state's obligation was only to assure students free choice in deciding where to go to college. He said the question was one of "semantics," however, because Mississippi had done much more than it was obligated to do to promote desegregation.

Outside the Supreme Court building after the arguments, Mr. Goodman came in for harsh criticism by Bennie Thompson, one of the original plaintiffs who filed the suit on behalf of the black citizens of the state. Mr. Thompson, who is currently on the Board of Supervisors of Hinds County, termed Mr. Goodman's presentation "absolutely ridiculous," and said he was glad that the case had made its way to the Supreme Court.

A ruling is expected sometime before the Supreme Court finishes its term in July. ■



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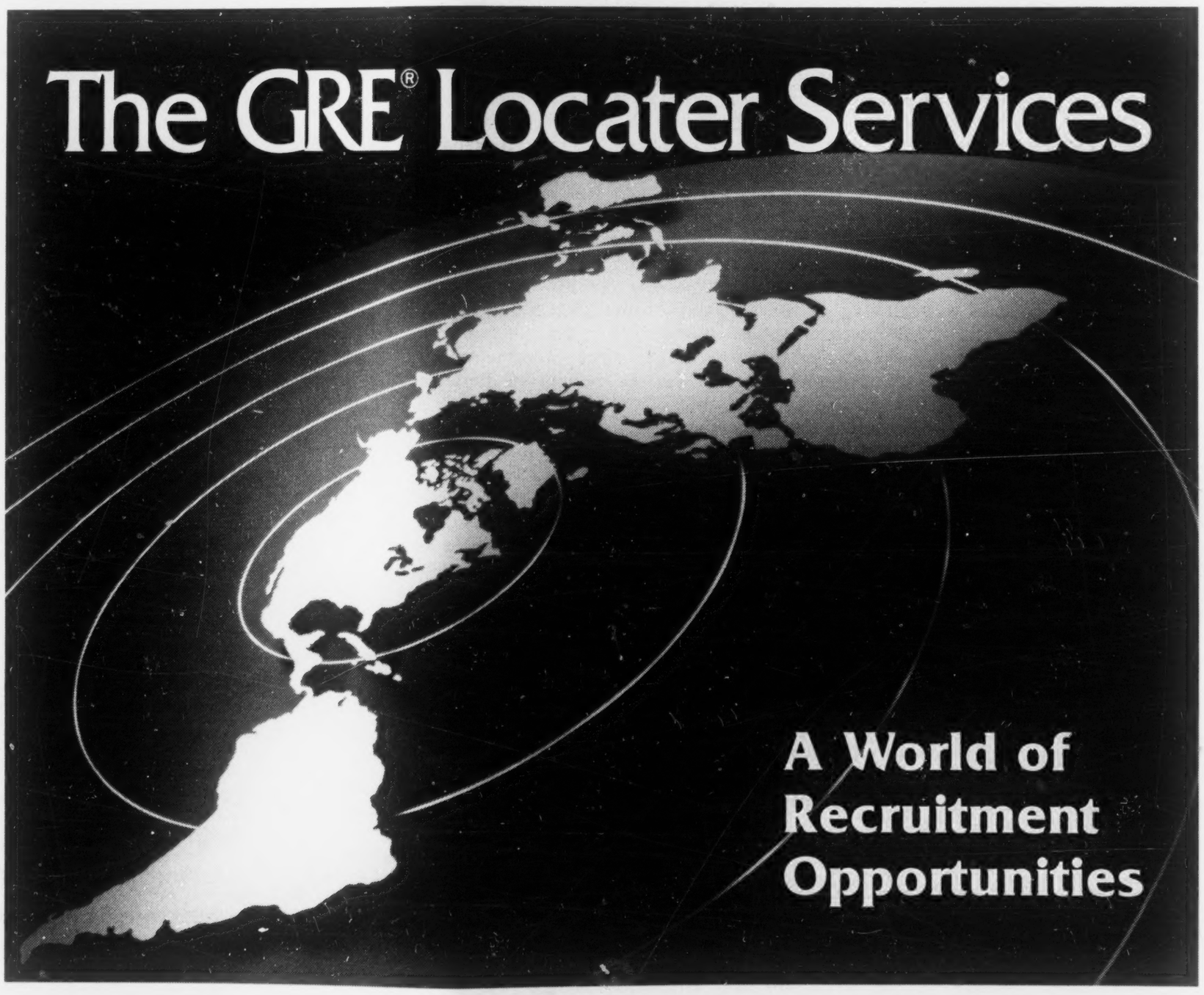
Alvin O. Chambliss, Jr., urged the justices to remember "the history that Mississippi wants to walk away from."



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Note Book

The Student Assembly at the University of Iowa has voted unanimously to rename the Iowa Main Library the "November Memorial Library" in honor of five people who were shot on the campus this month.

The students also believe that a plaque or piece of commemorative artwork should be placed at one of the library's entrances. The proposal must be approved by the administration, a faculty committee, and the Board of Regents.

A disgruntled graduate of the university fatally shot an administrator, a fellow graduate, and three faculty members in the physics and astronomy department. "We needed to do something to remember the victims," said Mary Gourley, a junior and a student senator.

■

A new magazine landed on law-school campuses this semester that is intended to make students laugh as well as help them study and find jobs.

More than 40,000 copies of the publication, called *The National Jurist*, were distributed free this fall to students on almost 40 campuses on the East Coast. Four more issues are expected this year.

The magazine includes feature articles on people in the legal profession, how-to stories on topics such as surviving law school, and humorous articles on being a lawyer. Jack Crittenden, a 1991 graduate of American University's law school, started the magazine. He intends to make it available nationally in a few years.

A one-year subscription to the magazine is available for $9.95 from *The National Jurist*, 301 Maple Avenue West, Suite 100, Vienna, Va. 22180.

■

Some Maryland high-school seniors who want their teachers to write recommendation letters for college may first be required to ask county officials for more money for education.

Some other Maryland high schools have told their students they will write no recommendations in the month of November. The effort is part of a work slowdown by teachers, who are angry over a proposal to cut $7.2-million from the state's education budget. The Montgomery County Teachers' Association asked its members to work only during assigned hours. Teachers say they usually write recommendations after school because the letters can take hours to complete.

"We're trying to tell students that this takes a lot of time and we want them to recognize this and write a letter to their county official," said Phyllis Jaworski, an English teacher and union representative at John F. Kennedy High School in Silver Spring.

Most students have written the letters, but a few have objected to the request.

Students

Poorer Preparation for College Found in 25-Year Study of Freshmen

But authors of report see 'early signals of a shift away from a materialistic philosophy'

By SUSAN DODGE

Students entering college today are much less likely than those of 25 years ago to have done extra reading for a course, checked out a book or journal from the library, or argued with a teacher in class.

Those are some of the conclusions of a report comparing the values and career hopes of freshmen over the last 25 years. It is based on surveys by the Higher Education Research Institute at the University of California at Los Angeles of more than 6 million freshmen from 1966 to 1990.

From 1968 to 1990, the report says, the number of students who had checked out even one book or journal from their high-school libraries declined by 40 per cent. The number who had done unassigned reading for a course declined by about 24 per cent, and the number who had argued with a teacher in class decreased by about 20 per cent.

The authors of the report say the statistics show that students are less prepared for college now than they were in the 1960's and 70's. They say that may explain why the proportion of students who said they expected to look for tutors in college more than doubled from 1976 to 1990—jumping to 15.9 per cent of those questioned in 1990 from 7.8 per cent in 1976.

Dramatic Shifts in Career Interests

The proportion of students who said that improving "reading and study skills" was an important reason for attending college increased to 43 per cent in 1990, from 22.2 per cent in 1971.

In addition, the proportion of students who had asked teachers for advice after class increased by 27 per cent from 1968 to 1990—possibly reflecting an increase in the number of students in academic trouble, the report's authors say.

"It's not surprising, considering what's been happening in K through 12 education," said Eric L. Dey, an author of the report and an associate director at the Higher Education Research Institute. "There have been a lot of cutbacks in support staff and some libraries have been closed. There has also been a lot of criticism of the educational system, which could make students more willing to seek remedial help."

The report also points to dramatic shifts in students' academic interests and career aspirations in the last two decades.

After large increases from 1966 to 1986 in the proportion of students who were majoring in business or interested in business careers, the percentage has decreased steadily since 1987. At the same time, interest in education majors and careers seems to be rebounding after hitting an all-time low in 1980. The report says students are once again interested in pursuing a liberal-arts major and less willing to devote themselves to a career in the sciences or engineering.

"Students are a reflection of the larger society, and when our political leaders talk about the importance of community service, you're going to see that in students."

Students' values have also shifted sharply over the past 25 years. The proportion who said one of their "life goals" was "being well off financially" increased to 75.6 per cent in 1987 from 39.1 per cent in 1970.

In contrast, the proportion of students who said they wanted to develop a "meaningful philosophy of life" dropped to 39.4 per cent in 1987 from 82.9 per cent in 1967.

Those attitudes may be changing, however. The number of those saying that being well off was a chief goal has dropped by about 2 percentage points since 1987, to 73.7 per cent in 1990. And the number saying that developing a "meaningful philosophy" is important has increased by about 4 percentage points since 1987, to 43.2 per cent in 1990.

More Want to Effect Social Change

The report's authors conclude that "it may be that this recent reversal, coupled with the sharply declining interest in business careers and majors, are early signals of a shift away from a materialistic philosophy."

In recent years, more students have shown interest in bringing about social change. The report says that the proportion of students interested in helping others has risen to 62 per cent in 1990 from a low of 57.2 per cent in 1986. It adds that interest in participating in community-action programs has increased to a level roughly equal to that of 1970.

Said Mr. Dey: "Students are a reflection of the larger society, and when our political leaders talk about the importance of community service and volunteerism, you're going to see that in students."

Students' attitudes about marriage, sex, and family have also changed. The number of students who said "the activities of married women are best confined to the home and family" declined to 20 per cent in 1986, from 56.6 per cent in 1967. But the proportion has been growing since 1986, according to the survey, reaching 25.2 per cent in 1990.

The report's authors say they have seen a big change in the number of students who reported that "raising a family" was an important goal.

Concern About Ability to Pay

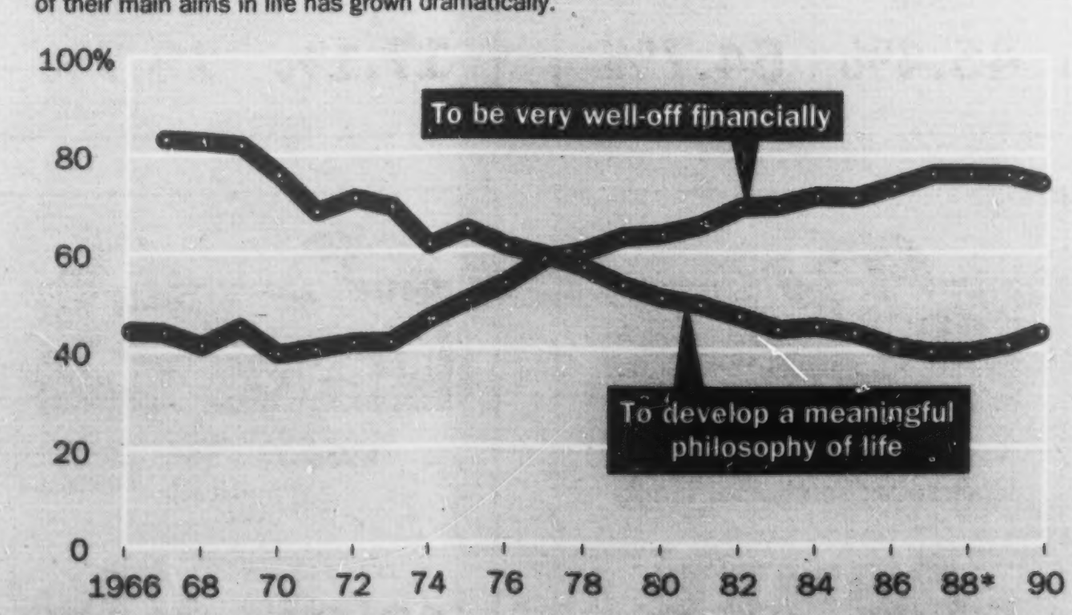
Following sharp declines in the early 1970's, interest in raising a family has increased steadily. About 69.5 per cent of the students surveyed in 1990 reported that raising a family was important, down from 71.4 per cent in 1969. About 15.8 per cent of the students surveyed in 1988 said they expected to marry within a year after graduating, down from 23 per cent in 1967. And the proportion of students who said that living together before marriage was acceptable rose to 50.7 per cent in 1989, from 45.3 per cent in 1974.

The report shows that students also are increasingly concerned about their ability to pay for college. The proportion of students who said that finding enough money to pay for college was a "major concern" increased to 13.1 per cent in 1989, from 8.6 per cent in 1966.

Copies of the report, "The American Freshman: Twenty-Five Year Trends, 1966-1990," are available for $25 each from the Higher Education Research Institute, Graduate School of Education, 320 Moore Hall, UCLA, Los Angeles 90024-1521. ■

How Freshmen's Goals Have Changed

The proportion of freshmen who list financial success as one of their main aims in life has grown dramatically.

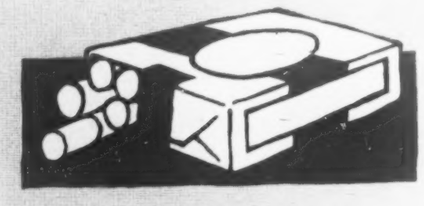


* Estimate

SOURCE: University of California at Los Angeles
Chronicle chart by Jojo Gragasin

Studied in the library in the last year

1966	1990
27.4%	10.1%

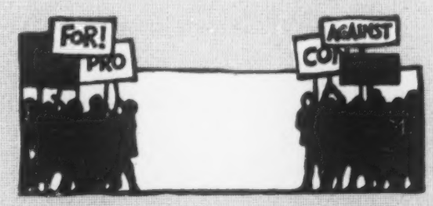


Smoked cigarettes in the last year

1966	1990
16.6%	10.6%

Checked out a book from the library in the last year

1966	1990
51.6%	26.7%



Participated in organized demonstrations in the last year

1966	1990
15.5%	39.4%

Won a varsity letter in a sport in the last year

1966	1990
31.7%	50.4%

Attended college because parents wanted me to go

1971	1990
22.9%	35.2%

Attended college to improve my reading and study skills

1971	1990
22.2%	43.0%

Attended college to be able to make more money

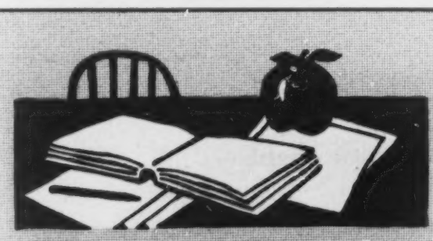
1971	1990
49.9%	73.2%

Plan to prepare for graduate or professional school

1971	1990
34.5%	53.1%

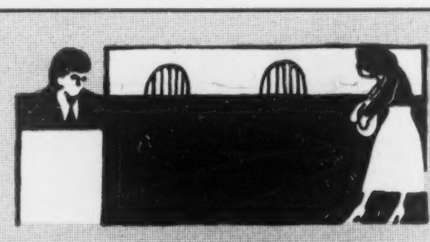
Plan to major in business

1966	1990
11.6%	18.4%



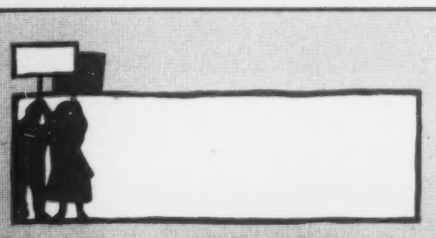
Plan to major in elementary and secondary education

1966	1990
21.7%	9.4%



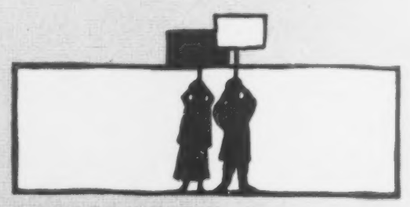
Believe paying for their education is a major concern

1966	1989
8.6%	13.1%



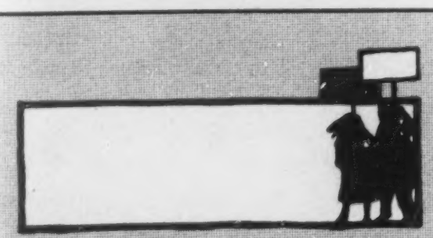
Identify themselves as liberal

1970	1990
33.5%	22.6%



Identify themselves as middle of the road

1970	1990
45.4%	54.7%



Identify themselves as conservative

1970	1990
17.1%	19.7%

Agree colleges should de-emphasize organized sports

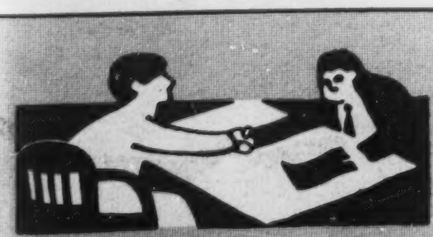
1967	1990
20.8%	35.8%

Agree capital punishment should be abolished

1969	1990
53.9%	21.5%

Agree married women should concentrate on home, family

1967	1990
56.6%	25.2%



Received a Stafford Student Loan

1978	1990
10.4%	22.7%

Received a Pell Grant

1978	1990
21.7%	23.2%

ILLUSTRATIONS FOR THE CHRONICLE BY MAX-KARL WINKLER

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"We closed the door too soon. It would have been a lot healthier to try a variety of ideas and find out that some of them don't work."

A professor of physiology, on AIDS research: A9

"Anybody who argues for new projects now is going to get his head chopped off. This is very worrisome."

A physics professor, on financial constraints on science facilities: A40

"Focusing on ways to enhance the achievement of each individual is not likely to solve the systemic problems that contribute to failure and underachievement of racial- and ethnic-minority groups."

A professor of education: B1

"If we simply become another good institution for the reasonably well-off, we have no right to exist."

The president of St. Mary's College of Maryland: A39

"There was a time when you could give someone a pat on the back for a job well done and it would be taken as such. Today you have to be extremely sensitive."

A university administrator: A26

"I don't think Yale would be Yale if we had to do it in tents."

President Benno C. Schmidt: A46

"I cry to the professors. I tell them that I can't get financial aid if I'm not a full-time student here and if I can't get financial aid, I can't eat. If I can't get the classes I need, I can't graduate in the spring."

A senior at San Diego State U., on getting into overcrowded classes: A48

"It happens nearly every day—foreign students are subject to verbal abuse or are spat on outside the campus."

A college official in Germany: A54

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POLICIES FALL SHORT

Colleges Seek New Ways to Deal With Sexual Harassment as Victims on Campuses Are Reluctant to File Complaints

By COURTNEY LEATHERMAN

Long before the issue of sexual harassment captured the nation's attention this fall, many colleges and universities were struggling with ways to deal with the problem on their campuses.

Over the years, they adopted a patchwork of policies and procedures that can be as simple as a vague, one-sentence statement prohibiting sexual harassment or as complex as a detailed diagram aimed at guiding victims through the complaint process.

But the common thread running through the policies is their failure to do the job.

Attacking Problem More Aggressively

Interviews with affirmative-action officers at two dozen colleges and universities and other experts on sexual harassment suggest that while many institutions are becoming more aggressive about attacking the problem, the reluctance of victims to file complaints—let alone go through the process of resolving them—remains a major stumbling block.

Some experts are trying new twists in their old policies in an

Continued on Page A26

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U. of Cincinnati's Billie Wright Dziech: "We have this concept that if we just write enough rules we'll be able to solve this."

Slashed Budgets Force Students to Delay Graduation Plans and Change Majors

By SUSAN DODGE

As budget cuts take a slice out of academic programs at colleges and universities across the country, many students are being forced to delay their graduation plans or change their majors because they can't get the classes they need. Others are pleading with professors to let them into classes that already are overcrowded.

Some students who are enrolled at large universities are traveling to community colleges to pick up courses that they couldn't get into on their own campuses. Others who can afford it are considering transferring to private institutions, where classes typically are smaller.

State Appropriations Fall

State governments appropriated $40.1-billion for higher education this year, about $80-million less than in the year before, according to a study by the Center for Higher Education at Illinois State University (*The Chronicle*, November 6). The study found that 13 states had appropriated less for education this year than they did two years ago.

Even before this year's cuts, many large research institutions were struggling with overcrowded classes, and students complained about the quality of their education. Now, as universities increase tuition, lay off instructors, and cancel course offerings, students say they are being pushed to the limit.

"Budget cuts, overcrowded classes, and increasing tuition are the top issues for many students this year," says Stacy Leyton, vice-president of the United States Student Association. "It's happening all over. It's easy to feel like you're at a loss for what's going on."

Although many private institutions are

Continued on Page A48

Scientists Call on Colleagues to Re-Evaluate AIDS Theory

More and more researchers believe that one or more "co-factors" may work with HIV to trigger the onset of AIDS. The more radical members of the group seeking a re-evaluation of the HIV theory include scientists (like Peter H. Duesberg, left) whose views many mainstream scientists consider dangerous to public health.

STORY ON PAGE A9

High Cost Could Deny Big Computer Advance to Some Colleges

By DAVID L. WILSON

WASHINGTON

Higher education will have to spend billions of dollars if it is to take advantage of an extremely high-speed computer network that will be developed over the next several years. Some computer experts fear that smaller institutions will not be able to afford such a massive investment and will therefore be left out of the latest advance in information transmission.

Legislation that President Bush is expected to sign this month would authorize an additional $1-billion over five years for development of the National Research and Education Network, or NREN, which has been promoted as a way to maintain U.S. superiority in computer science and to improve education at all levels, from elementary schools to universities.

More Sharing of Resources

By linking libraries, businesses, laboratories, and educational institutions, proponents say, the high speeds offered by the new network will permit an increased sharing of resources and lead to the development of new techniques. Under the new system, for example, users could gain access to an entire academic library through a computer.

Some proponents also say that uniting

Continued on Page A32